CHAPTER-III

REVIEWS OF RELATED STUDIES AND HYPOTHESIS
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On the importance of review of related studies, Best (1977) says, “….a familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved. Secondly, the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps involved in it”.

Thus, in the present chapter, review of related research studies has been presented with a view to get generalization and frame the hypotheses for the present study.

3.1 STUDIES RELATED WITH PERSONALITY

Terman (1925) found the general pattern of personality traits of the highly talented, including scientific talents. He found them to be more or less associated with stability and absence of disturbing conflicts, all round special adjustment, well balanced temperament, freedom for excessive frustration and strength of character and moral judgment.

Gough (1961) reported that eminent scientists were having similar characteristics as that of creative workers in other fields. Their characteristics were: high intelligence and strong tendency towards independent judgement and achievement in independent ways, personal dominance, responsiveness to other people’s interests and motives and marked preferences for aesthetic elegance and complexity of design.

Bloom (1963) studied outstanding scientists and found that these individuals have a tremendous amount of energy, had difficulty in establishing
warm relationship with other people and tended to retreat from a social and personal world into a world of ideas and objectives.

Chambers (1964) conducted a study to find out the difference in the personality traits of eminent creative research scientist from less creative one. Creative scientists were found to be more dominant and had stronger initiative than less creative. The creative group also appeared much more strongly motivated towards intellectual success.

Taylor and Holland (1964) stated the scientist rate themselves high in professional self confidence, self sufficiency, independence, emotional restraints and low in aggressiveness, assertion, social desirability, sociability and masculine vigour. They tend not to give a typical response on multiple choice biographical questions.

Gopal (1975) conducted a search with the objectives to differentiate personality variables of creative and non-creative science and engineering students. The following were the findings of the study:

(i) Creative science students were found to be more reserved self sufficient and relaxed than non creative science students.

(ii) Creative engineering students were found to be more reserved, emotionally stable, assertive, sober, self independent, imaginative, shrewd, experimenting, self sufficient and relaxed than non creative engineering students.

Solomon (1967) investigated the personality factors and attitudes of teacher trainees in relation to success in a training course and established the validity against established questionnaires of a new series of objective personality tests. Results indicated that extrovert personality types had radical attitudes towards education.
Quraishi (1972) studied the relationship between teachers’ personality variables and their classroom behaviour. The study revealed that the teachers’ verbal behaviour in classroom was rated in a small measure to their personality and attitudes towards teaching. Only teachers’ attitudes towards teaching were found to be associated with classroom behaviour of teachers.

Staley (1976) studied the effect of four teaching models on teachers’ attitude towards teaching and the relationship of those attitudes with selected personality characteristics. Among various inferences the investigator concluded that personality factors could be used to predict some measurement of attitude change.

Personality factors of University women in relation to their attitude towards physical education and physical activity were studied by Lockhart (1971). Inter correlation and multiple correlation were seen with each of the personality factors as criteria variables to determine whether there was a relationship between personality factors and attitude towards physical activity and physical education. Sixteen of the personality factors correlated significantly to positive attitude towards physical activity and four of them correlated significantly to positive attitudes towards physical education. It was concluded that there was a relationship between factor depicting healthy personality and positive attitude towards physical activity.

Sharma (1986) obtained that there existed no difference in personality traits of leaders with regards to sex and locality. By and large, male and female had similar personality traits.

Sujata and Yeshodhara (1986) in their study on scheduled caste/scheduled tribe and non-scheduled caste/non-scheduled tribe on a sample of 1340 class IX students (half SC/ST and half non SC/ST) concluded that both scheduled caste/scheduled tribe and non-scheduled caste/non-scheduled tribe were low on personality factor B (less intelligent Vs. more intelligent) and were average on the other factor Viz. C (affected by feelings/emotionally stable), G
Kala (1988) in her study on the relationship of selected psychological variables with attitudes towards teaching of traditional and model school teachers on the sample of 208 government or recognized high/higher secondary school teachers revealed that overall profile of personality of the model school teachers with favourable attitudes towards teaching that emerged from the positive and negative nature of correlation between personality and teachers attitude towards teaching characterized the teachers as good natured, easy going, emotionally expressive, ready to cooperate, soft hearted and adaptable (factor A); accommodating (factor E); highly conscientious (factor G); highly practical bent of mind (factor M); and independent self sufficient, resourceful nature (factor Q2) there behaviour is socially awarded (factor Q3) and mature, anxious, confident (factor O).

She further concluded that traditional school teachers with favourable attitude towards teaching are characterized by emotionally expressive, ready to cooperative, adaptable (factor A); accommodating (factor E); conscientious (factor G); having imaginative bent of mind (factor H); self supporting and resourceful (factor Q2); controlled and socially precise (factor Q3); emotionally stable (factor C).

Rani (1997) in her study concluded that adolescents of minority and non-minority communities differed significantly on ten personality factors viz. Factor A (Reserved Vs. Outgoing), Factor B (Less Intelligent Vs. More Intelligent), Factor C (Affected by Feelings Vs. Emotionally Stable), Factor M (Practical Vs. Imaginative), Factor N (Forth right Vs. Shrewd), Factor O (Confident Vs. Apprehensive), Factor Q1 (Conservativeness Vs. Experimenting), Factor Q2 (Dependent Vs. Self Sufficient), Factor Q3 (Indisciplined Vs. Controlled) and Factor Q4 (Relaxed Vs. Tense).
Sharma et al. (2000) conducted a study in order to find out personality traits and adjustment of sports persons of individual and team games. A purposive sample of 100 sports persons aged 20-30 years of both the sexes was taken. Findings revealed that personality of individual and adjustment of male and female players of individual and team games were significantly different.

Prakash (2004) conducted a study on 368 national level boxers. The study revealed significant difference in the anxiety and confidence measure of personality between medium weight and large weight junior national boxers.

3.2 STUDIES RELATED WITH JOB SATISFACTION

Hoppock (1935) published the first intensive study of job satisfaction. He used sample which was collected from one small town and 500 school teachers from several dozen communities. Hoppock’s orientation was not towards any particular management philosophy, rather his results and interpretation employed the multiplicity of factors that could affect job satisfaction e.g. fatigue, monotony, working conditions and supervision.

Berg (1970) concluded on the basis of a review of studies on ‘Education and Job Satisfaction” that the latter increases with job level. Educational achievements can predictably be associated with higher job expectations; consequently, attitude toward work would be more favourable among better educated workers as their occupational skill increases.

Pestonjee (1973) found that financial incentives effect satisfaction on job.

Anand (1971) studied the attitude of teachers towards pupils and their job satisfaction. The investigator found that attitude of teachers towards students bears a significant and positive correlation with their job satisfaction. He found no difference in the job satisfaction of male and female teachers.

Talbot (1975) investigated the cause of job satisfaction and dissatisfaction of industrial art teachers with the use of result structured interview technique. He
reported that certain situational variables may have a considerable effect upon development of employee’s job satisfaction. The study revealed that tenure, status, age, grade, level taught by the respondent were significantly associate with teachers job satisfaction.

Lavingia (1974) conducted a study of job satisfaction among school teachers and showed that female teachers were more satisfied than male. Young teachers in the age of 24-28 were more satisfied. Unmarried teachers were more satisfied. Chen (1977) also found similar results.

Singh (1974) studied teachers’ values and their relationship with teachers’ attitude and job satisfaction on a sample of 517 higher secondary school teachers. The major findings of this study were: teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefit, physical facilities and administration. There was no difference in level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than male and married teachers.

Reddy and Reddy (1978) as quoted by Goyal (1985) studied satisfaction of the school teachers working under different types of management and found that teachers employment under private management were the most satisfied while those in government schools were the least satisfied.

Bernard and Kulandaivel (1976) in their study of the job satisfactions among graduate teachers found women were more satisfied than men teachers, (ii) teachers of aided schools appeared to be more satisfied than the teachers of the municipal schools. (iii) class obtained in degree examination had no relationship with job-satisfaction and (iv) teachers with less number of dependents were more satisfied.

Chen (1977) studied job satisfaction of school teachers in the Republic of China. The sample consisted of 495 subjects including elementary junior high, senior high and vocational school teachers. Main finding of this study was that male teachers in China were more satisfied with their jobs than female teachers.
Thakkar (1977) conducted a study of potential teachers’ effectiveness, their educational qualification in relation to their rapport with the students, their survival and job satisfaction in the profession. It was found that job satisfaction was positively and significantly correlated with the rapport of student teacher.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individual’s emotional stability seems to contribute to job satisfaction and extroversion seems to be unrelated to job satisfaction of college teachers.

Weinroth (1977) studied the motivation, job satisfaction and career aspirations of married women teachers of different career stages. It was concluded by the investigator that age and teaching experience significantly affected the job satisfaction motivational needs and career aspirations.

Malvia (1976) studied the relationship between job satisfaction and job effectiveness of administrators. It was observed that there was a positive relationship between job satisfaction and job-effectiveness. The study of Gambel (1978) reports that effective high school principals need not be thoroughly satisfied with their jobs. On the other hand Umstott (1987) found a positive relationship between job satisfaction of administrators and their administrative performance.

Kuhn (1982) examined the relationship between teachers personality type and job satisfaction. He found that extrovert seemed to be more satisfied than introvert.

Chopra (1982) concluded that among the six climates, the open climate school showed the highest, overall teacher job satisfaction, followed by autonomous familiar, controlled, closed and paternal climate school respectively. There was no significant relationship between teacher’s job satisfaction and student achievement.
Aggarwal (1986) revealed that job satisfaction of the principals’ was not found to be significant predictors of principals’ administrative style.

Sundararajan and Rajasekhar (1989) investigation was intended to find out the job satisfaction of the polytechnic teachers in Tamilnadu. 278 teachers from eight polytechnics were chosen for the study. The private polytechnic teachers were found to have better job satisfaction than the government polytechnic teachers. The women teachers working in polytechnics were found to have better job satisfaction than the men teachers working in those polytechnics. No significant difference among polytechnic teachers with varying years of teaching experience was found.

Jerry’s (1989) purpose of study was to examine the relationship among principals’ job satisfaction and their leadership effectiveness. It was observed that principals’ perception of their satisfaction with work was significantly related to their leadership style.

Palace (1994) studied the factors influencing teachers’ satisfaction. The findings of the study were: teachers’ satisfaction emanates from three sources. The teacher’s relationship with his/her students, peers and professions. Like most relationships, the key to satisfaction lies in the involvement of the participants.

From the positive correlation between overall job satisfaction of teachers and their effectiveness, Gupta (1995) revealed that the teachers who were satisfied with their job were also effective teachers.

Godiyal and Srivastava (1995) study intended to find out possible difference in work involvement, job involvement, job satisfaction among a sample of 400 male teachers working in different types of primary schools namely District Board schools, Government model schools, English medium schools and Saraswati Sishu Mandirs selected randomly in Tehri and Uttarkashi districts of Garhwal, Himalayas. The major findings were: English medium
school teachers appeared more satisfied with their job and they were involved in their work and job. Among the other groups of schools teachers Saraswati Sishu Mandir teachers and District Board School teachers do have a feeling of job involvement and work involvement and they are also satisfied with their job to some extent. The Govt. Model School teachers showed minimum feeling about their job and they are not much satisfied with their job.

Gupta and Kaur (1996) conducted a study on 75 male and female teachers teaching primary, middle and secondary levels and revealed that primary school teachers differ from secondary school teachers in respect of personal accomplishment. Teachers teaching at the middle level differ from the secondary school teachers, in respect of emotional exhaustion and personal accomplishment. Primary level teachers differ from the middle level only in respect of emotional exhaustion and personal accomplishment. Teachers teaching at the three levels differ significantly in respect of job satisfaction.

Goyal (1985) concluded that large majority of the teacher educators were favorably inclined towards their profession and satisfied with their job. However, they were not well adjusted and had low professional interest. The job satisfaction of different groups based on sex, qualification and experience did not differ significantly. The teacher educators differed significantly in their job satisfaction on the basis of age difference.

Objective of Gupta’s (1980) study was to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers and found that primary school teachers were significantly less satisfied than secondary school teachers or/and college teachers; secondary school teachers and college teachers were almost equally satisfied with their job.

The objective of Reddy and Ramakrishnaiah’s (1981) investigation was to study the job satisfaction of college teachers in relation to the management under which they work, their sex and level. The sample for the study was 440 college teachers equally distributed between the 2 sexes (male and female
lecturers), 2 managements (government and private colleges) and the 2 levels (junior and senior lecturers). It was found that women teachers are more satisfied with their job than their men counterparts. Teachers employed in government colleges are less satisfied than those in private colleges. There is no significant difference between senior and junior lecturers with regard to their job satisfaction.

Kaur (1986) in her study found that the newly appointed teachers are more satisfied with the job as compared to experienced teachers. Also female teachers are more satisfied than male teachers.

The objective of Dixit (1986) study was to measure the job satisfaction among primary and secondary school teachers. He concluded that the primary school teachers were more satisfied than secondary school teachers in Hindi medium schools; female teachers were more satisfied than male teachers both at primary and secondary school levels.

Franess (1986) as quoted by Karman (1990) study on “Job Satisfaction of Teachers” concluded that elementary school teachers perceived a greater degree of job satisfaction than secondary school teachers when comparisons were made concerning rapport among teachers, curriculum issues and teachers status.

Sundararajan and Ashrafullah (1990) conducted a study on job satisfaction of the Harijan Welfare School Teachers in Tamil Nadu with a view to find out any significant difference between men and women teachers, graduate and post graduate teachers, teachers up to ten years of teaching experience and above ten years of teaching experience, teachers with a monthly income of Rs. 1,500 and those with a monthly income exceeding Rs, 1,500 in respect of their job satisfaction. The study was conducted on 159 teachers. The findings were: As much as 64.15% of the teachers working in Harijan Welfare schools have high job satisfaction. Women teachers, with a teaching experience of above ten years, teachers with monthly salary up to Rs. 1,500, graduate teachers and teachers who are above 40 years of age have better satisfaction than
male teachers, teachers having teaching experience only up to ten years, teachers with monthly salary exceeding Rs. 1,500, post graduate teachers, teachers below 40 years.

Sundararajan and Vivekanandan (1990) study “Job Satisfaction of Teachers working in some selected Higher Secondary Schools in the City of Madras” conducted on 350 teachers aimed at finding out if there were any significant differences among teachers working in various types of schools, between men and women teachers, between graduate and post graduate teachers in respect of their job satisfaction. The Corporation higher secondary school teachers were found to have better job satisfaction than their counterparts working in the government and Matriculation Higher Secondary Schools. The government higher secondary school teachers were found to have better job satisfaction than their counter parts working in the Matriculation Higher Secondary Schools. No significant differences between men and women teachers, between graduate and post graduate teachers in respect of job satisfaction was found.

Sundararajan and Minnalkodi (1991) investigation was undertaken with a view to find out the job satisfaction of teachers working in Annamalai University. The sample of 155 teachers (122 men and 33 women) was taken. No significant difference between men and women teachers in respect of job satisfaction was found. Teachers with less than twenty years of teaching experience were found to have better job satisfaction than their counterparts with more than twenty years of teaching experience. Extrovert men teachers were found to have better job satisfaction than their introvert counterparts.

Clifford (1994) made a study on “Job satisfaction of public school teachers in Ohio: A Comparisons of Similarities and Differences between Male and Female Teachers”. The study analyses the factor of job satisfaction and dissatisfaction of public school teacher in Ohio. The findings are generally Public school teachers in Ohio are satisfied with their job. The three most
satisfying factors are moral values, social services and creativity. The least satisfying job factors are compensation, advancement and company policies and practices.

Biswas and Tinku (1994) studied job satisfaction of secondary teachers in relation to sex, rural-urban settings and management of schools. Randomly selected 200 secondary teachers belonging to seven secondary schools situated in the rural as well as urban areas in the west and south districts of Tripura constituted the present sample. Job Satisfaction Inventory was prepared and standardizes by the investigators themselves. The findings showed that the female secondary teachers had greater job satisfaction than their male counterparts. The rural and urban teachers did not differ significantly in their job satisfaction, but there were significant mean differences in two components of job satisfaction i.e. monetary and security. The secondary teachers serving at the privately managed schools perceived greater job satisfaction in respect of human relations prevalent at those schools than government school teachers.

Das and Panda (1995) studied the job satisfaction of college and higher secondary teachers in terms of their sex and experience. 100 teachers (54 from college and 46 from higher secondary schools) formed the sample of the study. The results showed no difference in the job satisfaction of college and higher secondary teachers and it was also found that sex and experience are not related to job satisfaction of college and higher secondary teachers.

Sundram (1998) in her study concluded that men and women teacher educators differ significantly on job satisfaction. Female teacher educators are more satisfied than male teacher educators. The proportion of teacher educators in the categories of very dissatisfied and dissatisfied decreases as the age advances. A significant correlation between the job satisfaction and teacher’s attitude towards teaching was found.

Pal (2001) found significant difference in the job satisfaction of government, public and private school physical education teachers.
Bhuyan, and Chaudhary (2002) conducted a study on 270 college teachers (170 urban and 100 from rural area) working in different colleges of Assam. They found no difference between levels of job satisfaction of male and female teachers working in urban and rural areas.

Ghosia (2002) conducted a study on classroom teaching behaviour of secondary school teachers as a function of their teaching style, job satisfaction and personality characteristics. The study revealed that there was no significant difference between the teachers feeling better job satisfaction and those who were less satisfied with their job with regard to various classroom teaching behaviour.

Siroha (2004) conducted a comparative study of female teachers of teachers training college and academic colleges in relation with factors affecting their job satisfaction and their attitude towards their profession. The study revealed that there was no significant difference in the level of job satisfaction among female teachers of teachers training colleges and academic colleges.

Grewal (2004) conducted a study on a sample of 201 teacher educators teaching in government and private colleges of education in the state of Punjab and found insignificant difference in the mean scores of male and female teacher educators in the variables of job satisfaction.

3.3 STUDIES RELATED WITH ATTITUDE

Fisherman (1957) found in one of his studies that age and sex difference have no significant relationship with teacher attitudes.

Evans (1952) conducted a study of attitude towards teaching as a career and found that attitude of post graduate training college students differed significantly from those school certificate candidates. The group interested in teaching had a predominantly favourable attitude towards teaching as a career.
Wandt (1954) found that elementary teachers expressed more favourable attitude in general than did secondary school teachers.

Parasher (1963) found that women teachers have more favourable attitude towards teaching than men.

The existence of significant attitudinal differences were noted by McCallough (1968) between teachers rated most successful in their teaching career and those rated least successful in their teaching career by School Principals. Most successful teachers have more favourable positive attitude than least successful teachers.

Oliver and Butcher (1968) observed that differences in attitude across age and sex were rather less marked than some of the other differences e.g. politics and religion among the teachers.

Dosajh (1970) conducted a study to find out the change in the attitudes of teacher trainees by using MTAI as an instrument for measuring attitudes of teacher trainees. He concluded that the attitudes of teacher trainees had not undergone a change due to the effect of the training program. But Kakkar (1972) found the opposite results in his study.

Attitude patterns of junior and senior high school teachers were studied by Marrington (1971) who reported that attitude patterns of secondary school teachers were relatively similar in many aspects but there were certain essential differences that could be related to teaching at a junior and senior high school level. The variable of age, years of teaching experience and sex found to be significantly related to the differences in attitude pattern of secondary school teachers.

NCERT (1971) study showed that attitude of teachers differed significantly under different management. Tenure of service did not affect the attitude of teachers. Male and female teachers differed significantly on their attitude towards teaching. Marital status did not influence their attitude.
Teacher’s experience and positive attitude were invariably proportionate. Teachers with lower qualification were having more positive attitude towards the profession. Attitude of trained and untrained teachers did not differ significantly on negative items. Training appeared to be contributing factor in the development of apparent positive attitude.

A study was conducted by Samantroy (1971) on teacher attitude and its relationship with adjustment and efficiency of teachers. He found that 78 per cent of teachers had a favourable attitude towards teaching. No significant difference was found between the attitude of men and women teachers and the teacher attitude was found to be related with adjustment and efficiency to some degree.

In a study involving comparison of attitudes of the public school teachers and Christian school teachers in six areas of professional human relations (a) about teaching as a profession, (b) about fellow teachers, (c) about the principal, (d) about students, (e) about the school and (f) about the community, Rode (1971) concluded that Christian school teachers had a significantly more positive attitude than those of public school teachers.

Singh (1974) conducted a study to find out the relationship of teacher values with teacher attitudes and job satisfaction. He found no difference in attitude due to age, education and training of teachers but found that in comparison to male teachers, the female teachers expressed a more favourable attitude towards teaching.

Study conducted by Jollely (1975) revealed that traditional school teachers were found to have more positive attitude towards rapport with their principals, rapport with their peers, community support, and school facilities and services than the open space school teachers. No observable difference was found between the two groups of teachers’ attitude towards satisfaction with teaching and toward curriculum issues.
Gupta (1977) attempted to find out the home, health, social, emotional, professional and total adjustment differences between the teachers with favourable attitude and teachers with unfavourable attitude towards teaching. A group of 400 teachers working in high, higher secondary schools of Punjab was tested using adjustment areas of Bell Adjustment Inventory and it was found that home, health, social, emotional, professional and total adjustment to be significant determines of success in teaching and hence attitude towards teaching.

Arora (1978) in his investigation, “A Study of Characteristics of Effective and Ineffective Teachers” found that effective teachers had significantly more favourable attitude than ineffective teachers towards the teaching profession.

Bhandarkar (1980) found that attitude of the teachers are significantly related to their qualifications, age, job, mobility and family problems.

Singh (1981) concluded that teachers with favourable attitude towards teaching are better adjusted than teachers with unfavourable attitude towards teaching and further argued that a positive attitude towards family, parents, wife and children, a sense of identification with people, place and profession and growing concern of school, students and studies go a long way to make a teacher successful.

Sukhwal (1977) studied the attitude of married lady teachers towards teaching profession and found that majority of married lady teachers favoured teaching profession. The differences between favourable and unfavourable attitudes were highly significant. He also found that the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the profession. He also found that experience does play a great role in the development of favourable professional attitude.

Goyal (1985) concluded that attitude of different groups based on sex, age qualification and experience did not differ significantly.
Gakhar and Gupta’s (1985) study, “Attitude towards Teaching as a Career as Related to Sex and Locus of Control”, was aimed at finding out the interaction effect of sex and locus of control on attitude towards teaching. The sample was restricted to 148 degree students of government college of UT Chandigarh. It was found that interaction of sex and locus of control has significant effect on attitude towards teaching. The mean scores suggested that female internal scored the highest on all the dimensions of attitude towards teaching as a career, thus depicting more favourable attitude than the remaining three group’s i.e. female external, male internals and male externals.

Stevens (1987) found effective principals to have a firm but human control of students, availability and human relation and communication skills.

Singh (1987) study on “Teaching Attitudes of Punjab Teachers in Relation to Sex, Place of Posting and Type of Institution” aimed at: (a) finding out the significant differences in the attitudes of male and female teachers towards pupils, (b) comparing the attitudes of teachers of rural and urban schools towards pupils (c) evaluating the attitudes of government and non-government (private) school teachers towards pupils. The total sample of study consisted of 1081 trained graduate and post graduate teachers both male and female from government as well as non-government (privately managed but recognized) urban and rural institutions located in different districts of Punjab. The attitude of trained graduate teachers of Punjab towards their pupils was found to be negative. Sex was found to be significantly related to teachers’ attitudes. Male teachers had higher mean scores than female teachers whether they were working in government, urban or privately managed schools. The place of posting and the type of institution were not significantly related to teachers’ attitude. The mean differences score in respect of urban school teachers and rural school teachers as well as the teachers working in government and private schools were not to be significant.
Kala (1988) in her study on a sample of 160 teachers of higher secondary schools of Punjab State found that model school teachers and traditional school teachers differ significantly on many aspects of teacher’s attitude towards teaching. Model school teachers have positive attitude towards students and towards teaching whereas traditional school teachers have positive attitude towards professional growth and educational processes.

Santanakrishnan (1995) investigated the reflective attitude of prospective teachers of Chidambaranar district of Tamilnadu State. As many as 295 subjects were selected from two regular colleges of Education and one weekend college of Tuticorin town. It was concluded that nature and type of the B.Ed. course have some impinge on prospective teacher reflective attitude, whereas the levels of the course and interaction did not contribute anything to the reflective attitude of prospective teachers.

The objective of Shukla (1997) study was to investigate the attitude of teachers towards their teaching profession. The sample consisted of 100 males and 80 female teachers selected randomly from different degree and post graduate colleges of Kanpur city. The tool used was self made teacher’s attitude inventory (Likert type scale). It was found that majority of teachers show favourable attitude towards their profession. Female teachers showed greater positive attitude than male teachers but there was no significant difference between the attitudes of male teacher from that of female teachers.

The objective of Rebeiro (1999) study was to investigate attitude of teachers of higher education and to relate attitude with demographic variables such as age, sex, experience and disciplines. Fifty lectures from colleges and university teaching departments from the states of Goa, Karnataka and Maharastra were administered Teacher Attitude Inventory by S. P. Ahluwalia. It was found that gender, age, the teacher’s association with any faculty whether natural sciences, social science or languages has no bearing on their attitude towards their profession. The length of experience of the teacher in the
profession has significant bearing on his attitude towards teaching profession and educational processes. Teachers with 1-5 years and those with 5-10 years of teaching experience significantly differed on the above three sub scales.

Kaur (2001) in her study, on a sample of 215 teacher educators (105 B.Ed., 90 ETT and 20 NTT) teaching in the institutions situated in Punjab, revealed that B.Ed. and ETT teacher educators do not differ significantly in their attitude towards teaching. NTT teacher educators have more favourable attitude towards teaching than B.Ed. and ETT teacher educators. She further revealed male and female teacher educators teaching at B.Ed., ETT and NTT level do not differ significantly in their attitude towards teaching.

Singh (2004) conducted a study on job stress, job satisfaction and attitude towards administration as correlates of administrative behaviour of educational administrators. A sample of 206 Principals working in government, private aided, private unaided high / senior secondary schools was drawn from 10 districts of Punjab. It was found that attitude towards administration was neither helping nor hindering the principals in their administrative behaviour as calculated r-value was insignificant at .05 level.

3.4 STUDIES ON PRINCIPAL’S LEADERSHIP STYLES

Leadership in education implies efficient ways of achieving institutional goals. So an effective leader is one who can skillfully direct the program planning process, set comprehensive goals with emphasis on healthy life-styles. To review the leadership behaviour, the following literature has been studied.

Roden (1983) compared the extent and nature of leadership behaviour changes between first-year principals and experienced principals during a school year. Results revealed that there was a significant difference between 1st year principals and experienced principals.

Duke (1982) analyzed the leadership functions and instructional effectiveness. Teacher’s perceptions were focused on principal’s effectiveness.
The study showed no significant relationship between leadership styles of principals’ and teachers’ perception of effectiveness of principals.

Brown (1982) examined differential effects of leadership styles and group maturity upon subordinate satisfaction, task and task efficiency. Half of the groups were mature and the other half was immature. Half of the groups were led in the task by a leader whose style was appropriate leadership style. The results indicated that groups who were correctly matched with an appropriate style were significantly more satisfied than groups who were incorrectly matched. Inconsistent results were found for effectiveness and efficiency. The results also indicated that mature groups out-performed immature groups even when both groups were correctly matched with an appropriate leadership style.

Many studies supported the general findings that a leadership style of high initiating structure and high consideration is positively related to employees’ satisfaction, morale and performance (Fleishman and Simmons(1970); Yuki(1981); Blake and Mouton(1968); Putti and Tong(1992).

Finger (1985) explored the relationship between perceived leadership behaviour of the administrators and teachers’ job satisfaction from New York City School system. The test instrument used was LBDQ, JSI and a personal data form. The results seem to suggest that teachers who perceive administrators as being high in both initiating structure and consideration will have a greater degree of job satisfaction than with those teachers who perceive their administrators as having any other leadership style.

Lopez (1987) identified the relationship of selected dimensions of leadership behaviour of principals to effective school characteristics. It was found that representation, demand reconciliation, persuasiveness, inflating structure, role assumption, consideration, production emphasis, predictive accuracy, integration, superior-orientation, tolerance of freedom and tolerance of uncertainty were not significantly related to school effectiveness.
Krishnaraj (1989) compared leadership behaviour patterns of principals of autonomous and affiliated colleges. He used LBDQ and found that (i) out of 15 dimensions of leadership behaviour, it is only in two dimensions, namely, representative ness and integration the two types of colleges vary (ii) The principals of affiliated colleges take more steps in speaking and acting as representatives of their institutions when compared to the principals of autonomous colleges, Moreover, the principals of affiliated colleges take more efforts in maintaining a well-knit organization resolving inter-member conflicts than the principals of autonomous colleges.

Carr (1988) conducted a comparative analysis of leadership attitudes of male and female California secondary public school principals. Researcher concluded that (1) male and female secondary public school principals in California are similar in attitudes involving leadership style characterized by mutual trust, respect, friendship and warmth between themselves and their respective staff, (2) male and female secondary school principals in California are similar in attitudes involving a leadership style characterized by leader organization, clear definitions of group relationships and well defined patterns of goal attainment, (3) varying demographic variables describing the age, education, and experience of secondary public school principals do not have a significant impact on the leadership attitudes of principals when considering the sex of the individuals.

Bala (1990) investigated the leadership behaviour of college principals as perceived by their respective teachers in the State of Haryana. The study found that (i) principals have been rated high on all the dimensions of leadership behaviour when taken separately, that is, representation demand reconciliation, tolerance of uncertainty, persuasiveness, initiation structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, superior orientation and leadership as a whole. The leadership behaviour of the principal is almost distributed on all the dimensions of leadership and leadership as a whole.
Johnson (1990) examined the relationship between leadership styles of suburban secondary principals and the stress levels of their teachers. The data was collected by using the instruments of LBDQ, the Teacher Burnout Scale and additional demographic questions. Results showed that principals who were perceived by their teachers as above the mean in both initiating structure and consideration had teachers with significantly lower stress on the perceived administrative support and coping with job related stress suburban than high initiating structure and low consideration principals. Consideration was found to be significant correlated to all the stress suburban when controlling for the demographical data and consideration had predictive power with respect to the perceived administrative support suburban.

Madhok (1990), studied motivational patterns and leadership styles of managers and subordinate interpersonal perceptions. She concluded that (1) high task-low relationship style was related to activation of the autonomy need as was related in the higher scores on importance of that need category. (2) Low task-high relationship style related to importance of the security need. (3) Low task-low relationship style was related to satisfaction of esteem and activation of actualization needs. (4) Bureaucratic style was related to the deprivation of the autonomy need.

Everett (1990) analyzed the relationship between principal’s leadership style and level of motivation of the teaching staff. He indicated that significant relationships were found between teacher motivation and the perceived leadership style of the principal. Teacher motivation dimensions, intrinsic, extrinsic, and general satisfaction were negatively correlated to each of the two leadership dimensions, initiating structure and consideration behaviour. Teachers in school with principals who demonstrated low levels of initiating structure and consideration behaviour were negatively correlated with teachers who demonstrated high motivation in intrinsic, extrinsic and general satisfaction.
Putti and Tong, (1992) observed initiation of structure, integration, role assumption, and tolerance of freedom as their dominate leadership styles among civic service Asians. They also found positive and significant correlations between leadership styles and subordinates satisfaction.

Sodhi (1995), studied role expectation of physical education teachers, in relation to organizational climate and leadership behaviour of principals. He concluded that the total of leadership behaviour had significant and positive relationship with administrative and total role expectations. This study shows that a principal who exhibits both initiating structure and consideration behaviour simultaneously can put greater demands on his faculty and can achieve the institutional goals set before him with ease and comfort. The positive and significant relationship was also observed between consideration and six dimensions of organizational climate namely disengagement, esprit, aloofness, production emphasis, thrust and total organizational climate. So, initiating structure was found to be significantly correlated with seven dimensions of organizational climate namely disengagement, spirit, intimacy, aloofness, thrust, consideration and total of organizational climate.

Kapur (1995) in his study compared job attitudes and organizational commitment among American and Indian school teachers in relation to organizational culture, organizational structure, leadership styles, and social norms. He found that the USA teachers scored significantly higher than Indian teachers on leadership style of principals. There was a significant difference in the leadership style (i.e., initiating structure and consideration and charisma) of the principal in both the samples from India and USA.

Singh (1996) investigated the teacher burnout in relation to organizational climate and leadership behaviour of the high school principals as perceived by the teachers in India. He used the LBDQ and found that initiating structure and consideration behaviours of leadership are found to be positively and significantly related to enthusiasm measure of teacher burnout. Teachers were
enthusiastic about their work with a principal who scored high on initiating structure and consideration.

Singh (1997) studied the administrative problems by types of management in relation to the leadership behaviour and self-concept of the secondary school administrators. Researcher concluded that statistically differences in favour of the school administrators with high leadership behaviour are found with respect to the main effect of leadership behaviour, at .05 level. The effects of leadership behaviour are not significant in the following nine major groups of problems: administrative personnel problems, student problems, institutional programme problems, curriculum problems, security problems, morale problems, supervision problems, school and community problems, and financial problems.

Pennington (1998) studied relationship between teachers’ perceptions of the principals’ leadership style and teacher motivation by using the leader behaviour descriptive questionnaire (LBDQ). Researcher concluded that significant relationships were found between teacher motivation and the perceived leadership style of the principal. Teacher’s motivation dimensions, intrinsic, extrinsic, and general satisfaction, were negatively correlated to each of the two leadership dimensions, initiating structure and consideration behaviour. Teachers in schools with principals who demonstrated low levels on initiating structure and consideration behaviour were negatively correlated with teachers who demonstrated high motivation in intrinsic, extrinsic and general satisfaction.

Culbert (1999) studied the leadership styles of elementary school principals and their perceptions of school climate and conflict resolution. This study examined leadership styles of elementary school principals and the relationship it had on attitude and support of a conflict resolution program on schools’ overall climate. Implementing a conflict resolution program and training students and staff in conflict resolution skills can help schools develop a safe and orderly climate for students. The research showed that leadership style
was the strongest predictor of support for conflict resolution programs. Principal whose leadership style was perceived to be more collaborative and supportive tended to be more effective in implementing successful conflict resolution programs in their institutions.

Rubio (1999) analyzed principal leadership style and social system variables of school climate as perceived by the teachers. The instrument used to measure the leadership styles of consideration and structure was the supervisory behaviour description questionnaire by Edwin Fleishman. 146 pairs of questionnaire of principal leadership style and school climate were received. Consideration was the more crucial variable for several climate dimensions across all schools. Principals who received the highest rating of consideration had school that also tended to receive the highest school rating for climate dimensions. Those schools with the lowest principal consideration scores tended to receive the lowest scores for the climate dimensions.

Gunigundo (1999) explored the relationship between principal leadership style (transformation, transactional, or laissez-faire) and student academic achievement in Philippines. There was four research questions posed in this study: (i) what leadership style best describes the school principals in Philippines? (ii) Is there a significant difference between teachers and principals with respect to their perceptions of the leadership style of school principals in Philippines? (iii) Is there significant relationship between principal leadership style and student academic achievement and (iv) what principal leadership style can be considered to be relatively important predictor of student academic achievement? Results showed that teachers described the elementary schools principals in Philippines as transformational leaders.

Lok (1999) in his thesis examined the influence of organizational culture, subculture and leadership style and job satisfaction on organizational commitment. He indicated that the leadership style variable, consideration, exerted a relatively strong influence on commitment when compared with other variables included in this study.
Harris (1999) examined the relationship between principal leadership styles and teachers’ stress as perceived by the teachers. Analysis of the data indicated that the majority of the (in school one) teachers perceived the dominant principal leadership style to be High Task/High relationship. School two, teachers perceived the dominant principal leadership style to be delegating (low task/low relationship). School three, teachers perceived the principal leadership style as telling (High task/low relationship). Thirteen percent of the teachers perceived themselves in the high stress range. Sixty five percent perceived themselves in the moderately stressed range. She indicated that psychological/emotional symptoms and stress management had higher stress level in school 2 and 3. The overall score showed school 1 with the high task and relationship, had significantly lower levels of teacher stress than school 2 and 3. Teacher stress is a multifaceted problem and a principal leadership style is one contributing factor.

Sells (1999) determined impact of the Missouri Satellite Academy on school administrator’s self-esteem, leadership style and leadership skill. The investigator found that no significant difference could be shown between leadership academy participant’s pre-experiences scores and post-experiences scores. (2) No significant differences could be shown between leadership academy participants pre-experience scores and post-experience scores on the life styles inventory (3) Data indicated that building and maintaining relationship administrator effectiveness profile showed significant differences between leadership academy participants pre-test and post-test scores.

Floyd’s (2000) study was on leadership styles of principal in relation to teachers’ perception of school mission and student achievement. This study found a significant relationship between the perceived degree of transformational leadership and shared school mission. No relationship was found between the perceived degree of transformational leadership, shared school mission and student achievement. There was a significant correlation between principal and teacher scores on one of the leadership practices.
Bare-Oldham (2000) studied leadership styles of Kentucky public school principals as determinates of teachers’ job satisfaction. Analysis of the data indicated the following findings: there was a significant relationship between public school principals’ consideration leadership style, as perceived by the teachers, and teacher’s job satisfaction. There was also a significant relationship between public school principals’ initiating structure leadership style, as perceived by the teachers, and teachers’ job satisfaction.

Lin (2000) examined relationship between principals’ leadership style, and school effectiveness in selected public secondary schools in New Jersey. She suggested that the principals’ leadership did not have significant correlation with school effectiveness as measured by students’ academic achievement.

Smith, P.A. (2001) investigated the relationship between teacher perception of the leadership style of the principal and teacher motivation associated with a particular leadership style. Two styles of leadership were examined in this study, initiation and consideration. He found that the more democratic the leadership style, the higher the level of teacher motivation; gender had no effect on teacher motivation or job satisfaction; Years of experience had no effect on motivation or job satisfaction; Years of experience had no effect on teacher perception of the principals’ leadership style based on findings of the research; investigator indicated that principals’ leadership style is a key factor in teacher motivation. Principals who practice a democratic leadership style are more likely to have staff with higher motivational levels. Teachers’ gender had no effect on their motivational level, job satisfaction, or perception of the principals’ leadership style.

Smith, J.M. (2000) analysed the relationship between principal leadership style and teachers’ job satisfaction. He used Hersey and Blanchard’s situational leadership model. Principal leadership style was based on the perception of teachers. The results in this study indicated that there was not a statistically significant difference in teacher job satisfaction based upon the principal’s
leadership style. However, the mean scores implied that teachers in the sample who perceived their principals as high task oriented and high relation oriented were most satisfied with their jobs.

Leary, Sullivan and McCartney (2001) studied the relationship of leadership styles of selected West Virginia deans and department chairs to job satisfaction of departmental faculty members by using leadership behaviour description questionnaire. The data analysed relating to LBDQ and Job Satisfaction Scale indicated a strong relationship between overall job satisfaction and both dimensions of leadership style. The results indicated that the more evident the characteristics of the consideration dimension or the initiating structure dimension of leadership behaviours, the greater the degree of self-reported job satisfaction.

Gilck (2001) examined relationship between cross-cultural experience, culture training, leadership style, and leader effectiveness in the United States. The LBDQ and the Minnesota Satisfaction Questionnaire were the survey instruments used in this study. He found that high consideration was the preferred leadership style in all categories and countries studied and may transcend cultural differences. High initiating structure was preferred leadership style except for non-professional and Japanese employees. The relationship between cross-cultural experiences, consideration, initiating structure and employee satisfaction with supervision was not statistically significant.

Osuoha (2001) explored the interaction between elements of national culture and leadership styles, and empirically compared leadership styles of Nigerian and United States managers. The basic theory in this research was the two-factor theory of leadership (the Ohio State University Leadership Studies), which narrowed the description of leadership behaviour into two separate dimensions, initiating structure and consideration. Results of the analysis revealed significant differences in initiating structure and consideration leadership styles between the United States and Nigerian managers.
Hawkins (2002) examined the perceptions of principal leadership behaviours on school climates in international school settings. Three indicators for principal openness behaviour: supportiveness, directiveness, and restrictiveness, were examined. Three indicators of teacher openness behaviour: interaction with students, collegiality, committedness and disengaged behaviour were examined. The researcher found that principal leadership behaviours significantly impacted the overall openness of the schools, and that the more supportive and less directive the principal behaviour was perceived, the more open the school climate. In schools where the principal scored well above average on the standardized openness index, the teachers perceived the climate of the school to be open. In schools where principals scored below average on the standardized openness index, the teachers perceived the climate of the school to be closed or engaged (meaning that the teachers carried on in spite of the leadership behaviours of the principal). Without an open school climate, transformational leadership on the part of either the principal or the teachers cannot develop.

Alakili (2004) conducted a study on the leadership style of national team coaches. A sample of 36 coaches and 218 players was randomly selected from 14 games. The results of the study revealed that leadership style of national team coaches has high concern of human relation and achievement of the players. Further statistically significant difference was obtained in the leadership of male and female leaders.

3.5 HYPOTHESES

1.

a) There would be no significant difference in the personality characteristics of male and female principals.

b) There would be no significant difference in the personality characteristics of principals working in the urban and rural areas.
c) There would be no significant difference in the personality characteristics of principals of government and private colleges of education.

d) There would be no significant difference in the personality characteristics of principals having experience less than 3 years and more than 3 years.

e) There would be no significant difference in the personality characteristics of principals having professional degree and without professional degree.

2.

a) There would be no significant difference in the job satisfaction of male and female principals.
b) There would be no significant difference in the job satisfaction of principals working in urban and rural areas.
c) There would be no significant difference in the job satisfaction of principals of government and private colleges of education.
d) There would be no significant difference in the job satisfaction of principals having experience less than 3 years and more than 3 years.
e) There would be no significant difference in the job satisfaction of principals having professional degree and without professional degree.

3.

a) There would be no significant difference in the attitude towards administration of male and female principals.
b) There would be no significant difference in the attitude towards administration of principals working in urban and rural areas.
c) There would be no significant difference in the attitude towards administration of principals of government and private colleges of education.
d) There would be no significant difference in the attitude towards administration of principals having experience less than 3 years and more than 3 years.

e) There would be no significant difference in the attitude towards administration of principals having professional degree and without professional degree.

4.

a) There would be no significant difference in the administrative style of male and female principals.

b) There would be no significant difference in the administrative style of principals working in urban and rural areas.

c) There would be no significant difference in the administrative style of principals of government and private colleges of education.

d) There would be no significant difference in the administrative style of principals having experience less than 3 years and more than 3 years.

e) There would be no significant difference in the administrative style of principals having professional degree and without professional degree.